DOCUMENT RESUME

ED 422 560 CS 013 263

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TITLE Reading on the Intermediate Grade Level.
PUB DATE 1998-00-00
NOTE 23p.
PUB TYPE Opinion Papers (120)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Classroom Techniques; Instructional Improvement; Instructional Innovation; Intermediate Grades; Reading Improvement; *Reading Instruction; *Reading Material Selection; Reading Skills; Reading Writing Relationship; *Spelling; *Vocabulary Development

ABSTRACT

With good sequence in reading achievement on the primary grade levels, pupils should be increasingly ready to attain well on the intermediate levels of instruction. Textbooks (basals) in reading need to be selected with great care so that they are on the reading level of involved pupils, not the frustrational nor the too easy to read level. Enough library books should be placed on the classroom interest center to meet interest and ability needs of pupils. Pupils should do much writing which relates to the reading of the basal text and library books. Pupils need to achieve rich and diverse listening, speaking, reading, and writing vocabularies. There are numerous learning opportunities for pupils to develop each vocabulary. The spelling curriculum should be aligned as much as possible with writing activities. There needs to be a continual emphasis placed upon reading with its vocabulary and knowledge to be developed as well as skills to become independent readers. Ideas from the past which are still important today are: (1) sequence in reading instruction whereby the individual class levels stated what pupils are to learn and when; and (2) individual differences among pupils were provided for with individual promotion from one class level to the next. What is important in reading is that the interests and abilities of pupils are matched with the right reading materials so that the pupil may achieve as optimally as possible. (RS)

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Marlow Ediger

1998

READING ON THE INTERMEDIATE GRADE LEVEL

ED 422 560

With good sequence in reading achievement on the primary grade levels, pupils should be increasingly ready to attain well on the intermediate levels of instruction. If achievement has not been good for selected pupils, then more of remedial methods will need to be used in teaching reading. Primary grade teachers provide the foundation for success or lack of it in reading. Pupils should have confidence in themselves to achieve well. They need to possess esteem which propels them to higher levels of attainment. Confidence tends to come from success in reading. Pupils here have mastered phonics skills either through whole language or through a more structured procedure. These skills assist pupils to identify and unlock unknown words in reading. Learners have also learned to use diverse purposes in reading to some extent. All of these skills will need to be refined more on the intermediate grade levels as well as achieve new abilities in the reading curriculum.

The most important item when pupils leave the primary grade levels is that they possess a love for reading, an attitudinal goal. A love for reading can hurdle many difficulties in reading library and textbooks. There is so much that can be enjoyed through reading. I truly feel privileged to be able to enjoy and do much reading, largely now on the research level in education. As a child, I too reread The Little Red Hen, The Three Billy Goats Gruff, and Goldilocks and the Three Bears, among others. The latter three books, as examples, provided the foundation or building blocks for future reading in doing research and writing.

Using Textbooks in Reading

I am one who believes that basals in reading have their important roles to play in reading instruction. When a speaker or writer indicates that he/she no longer is using a basal and therefore is teaching well says nothing to me. I would have to know about the quality of the

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reading curriculum then without basal text use. Thus, there is a need to have many alternative objectives, learning opportunities, and evaluation procedures that stress sequential success for pupils in reading. To be sure, there are many excellent programs of reading instruction, other than the basal textbook in reading. I will at this point only address the use of basal texts in the teaching of reading. My entire schooling, except for a very few classes, was built upon the use of the basal text, grade one through the doctoral program on the graduate level. I believe I received a fairly good education. Where the class/course was deficient, the instructor probably lacked the necessary teaching skills rather than the textbook being deficient. The text is not a self teaching device.

Textbooks in reading need to be selected with great care. They should be on the reading level of involved pupils, not the frustrational nor the too easy to read level. New vocabulary terms should be brought in gradually and the meaning kept intact in reading. There was a time when the controlled vocabulary was used much in writing textbooks in reading. Thus, pupils on the first grade level might read, "Bill run, run, run; run Bill run." No doubt in this sentence the words were controlled excessively with the word "run" being in the writing excessively. The controlled vocabulary has basically been done away with, but it did have some merits if not overdone. The merits pertained to pupils being able to see and hear selected words again and again. The purpose involved was to help pupils develop a basic sight vocabulary so that more interesting sentences might be used. The complaint was that pupils now, presently, needed to read interesting sentences so that enjoyment and liking of reading was in evidence.

Whole language approaches for pupils today have taken the place of the controlled vocabulary. Learners then reread selections with teacher involvement so that more words become a part of the sight vocabulary and increasingly more complex materials may be read.

There should be an ample number of illustrations in the basals; so that if a pupil does not identify a word or attach meaning to the abstract words, the illustration will provide needed meanings. A glossary needs

to be a part of the basal so that a pupil may look up the meaning of a word as used in context. If pupils can use context clues adequately, they can determine identification, pronunciation, and meaning of words without the glossary. However, it is good to have a glossary to check periodically, as the need arises, on the pronunciation and meaning of words.

In the selection of basals, I believe that pupils should have opportunities to read content therein to indicate the quality of comprehension involved. Certainly, the content needs to be interesting so that pupils pursue and achieve in reading. If interest is not there, the chances are that the act of reading cannot move forward the way it should. The teacher needs to do the best job possible to stimulate interest within pupils in reading a given selection. The interest factor may be developed through discussion and use of illustrations contained in the basal. Good questions raised here might well encourage pupil interest in reading. These questions raised by the teacher or pupils themselves provide purposes for silent or oral reading. Before pupils read, I would also suggest the learners see new words in print on the chalkboard before the oral or silent reading activity. The teacher needs to go over these new words before pupils read the content. By pointing to each word and discussing a meaning as used in the text provides additional readiness for reading, beyond that of elaborating on the illustrations contained in and directly related to the print in the text.

When pupils read aloud or silently, they may need to have words pronounced to them by the teacher, an aide, or a pupil in the classroom. Pupils should be given adequate time to try to identify unknown words before they are pronounced to the reader. The pupils needs to become as independent as possible in reading be it in unlocking unknown words or in comprehension. Time is short before individuals need to think of what will happen beyond the public school years.

Continual efforts need to be in the offing by the learner to become the best reader possible. Time is too valuable to waste. Why not rather

use time wisely, instead of wasting the teacher's and the pupil's time during reading instruction? Teachers should try to have pupils feel what it might mean if time is continually wasted during instructional periods. Where will each pupil be in achievement after the public school years have ended? When I served as a teacher for two years on the West Bank of the Jordan, a headmaster of Friends Boys School at Ramallah, during assembly which we had twice a week, gave many inspirational talks. I clearly remember him asking the question, "Where will you be and what will you be doing ten years from now?" At that time I also had to think of my own life as to where would I be ten years down the road. Inspirational talks are good to hear; it can instill within the listener a desire to reach toward the stars. Goals need to be set high and each pupil should attempt to achieve these objectives. The teaching of reading is no exception with its expectations so that the pupil achieves as much as possible in reading.

After silent or oral reading, the pupil may respond to the purposes (questions) that were identified as a result of studying the illustrations in the basal reader. These purposes amounted to questions raised by pupils and the teacher covering subject matter to be read. The reading experience then should provide some possible answers to questions raised. Additional reference sources may be used to answer the identified questions. The teacher may also ask pupils to read specific parts of the reading selection to check skills and comprehension.

There are some points to remember in using basal readers in the reading curriculum. One is that the manual section provides suggestions for objectives, learning opportunities, and appraisal procedures for teaching pupils. These are suggestions, not absolutes. The teacher might have better ideas on how to provide for individual differences among pupils. Second, the basal is a neutral material in reading instruction; it is up to the teacher to make it relevant and interesting. Third, higher levels of cognition such as critical and creative thinking, as well as problem solving, can be emphasized as much in basal reader use as compared to other forms of reading instruction. Fourth, the basal

may be adjusted to pupils of diverse ability levels in reading. Fifth, quality specialists in reading have been involved who have developed reputable basal series. The basal may be used with other approaches in teaching reading, such as library books.

Library Books

Enough library books should be placed on the classroom interest center to meet interest and ability needs of pupils. These books should pertain to diverse genres so that pupils truly find and read what is interesting. With library books on different reading levels available for pupils to read, there should be ample chances for a child to locate a book that is on his/her reading level. If a library book is too complex to read, the pupil might be wasting his/her time as well as become frustrated. If the library book is too easy for the pupil to read, he/she may put too little effort in reading.

Library books read may make a nice project for pupils to complete as well as relate the project to a story contained in the basal reader. If pupils, for example, have read a story on farming in the basal reader, they may read library books on the same genre and make a mural that relates subject matter read. Four pupils who have read the content on farming may make the mural. Cooperative planning is a must! Following the planning, learners may proceed with their individual designated responsibilities. One pupil, for example, may develop the section dealing with egg and poultry production. Rows of caged layers may be drawn with eggs coming down the sides of the cages. Automated equipment brings the feed and water down the troughs for each row of cage layers. A second pupil may develop the milking parlor for dairy cows. Here, a pipeline milker takes the milk, untouched by human hands, from the cows to the bulk milk tank. Other items may be shown pertaining to dairy farming such as a bulk milk truck coming to pick up the milk twice a week. A third pupil may develop the beef production center whereas the fourth pupil may portray the pork production

facilities. After the completion of the mural, the involved learners may tell about the project to others in the classroom setting as well as to other pupils in school. I have observed a project made just as was discussed. Pupils working on the project enjoyed reading about farming as well as making the art project.

An important point here is to have pupils read and do more reading. With practicing the skills of reading, they become increasingly proficient in using print materials. The project method, such as developing a mural, and reading relate well together and promote objectives of pupils doing more reading. There are numerous ways for pupils to indicate what was learned from reading basals or library books in addition to the project method. these include conferences for pupils to reveal comprehension and progress, seminar methods for depth discussions, construction activities to indicate meanings acquired from reading, art work relating to what was read, and dramatic endeavors.

Journal Writing

It is salient for pupils to do much writing which relates to the reading of the basal text and library books. Here, the pupil may write about his/her impressions about the print materials consumed. Thus the learner may write impressions pertaining to the character of the story or the setting of the story. Suggestions for revision of either the characters or the setting may be written about. The pupil may also wish to elaborate on the theme of the story. There are so many ideas for the pupil to write about in the journal that it truly becomes endless. The goal is to have the pupil write each day in the journal and read print materials as much as possible. Content for reading and writing may also come from social studies, science, mathematics, art, music, and physical education classes.

As pupils write, they need to read what was written. Additional practice in reading is then in the offing. The skills of writing too are being stressed as revisions are being made in journal entries. The first two R's--reading and writing which are so functional in the lives of all ---

are being stressed here in a related manner. Each is complementing the other.

Vocabulary Development

Pupils need to achieve rich and diverse listening, speaking, reading, and writing vocabularies. There are numerous opportunities for pupils to develop each vocabulary. The listening vocabulary may be emphasized when large group instruction is involved in discussing content read from basal readers and library books. Careful listening is vital here. The level of listening may involve receiving relevant facts. Pupils, however, need to do something with the facts. Thus, they might put the facts into a larger context and discuss their meanings. Learners need to understand facts and not merely commit them to memory. If acts are discussed, meaningful interpretation might well be a by product. These meaningful understandings might then be used in a new situation. Pupils can certainly think of the many uses that can be made of understandings acquired. Problems need to be solved and thus the needed understandings become valuable as possible solutions. When applying information in problem solving situations, the contents therein need to be appraised in terms of being relevant versus irrelevant, logical versus illogical, real versus fantasy, and accurate versus inaccurate. Critical thinking is then in evidence. This is a higher level of cognition and all pupils need to develop high levels of proficiency in thinking critically. When thinking of new ideas which need to be used in solving a problem, the old as well as the tried and true may not work as solutions, creative thought then should be emphasized. The unique, the novel, and the original stress creative thinking. I sincerely hope all teachers emphasize higher levels of cognition when discussing subject matter with children. Thought and thinking are very useful objectives to stress in the reading curriculum. Functional listening should stress the use of higher cognitive objectives.

In addition to careful listening skills to be developed by pupils, the reading teacher also needs to stress quality speaking activities. In fact,

listening and speaking become one in a discussion setting involving content read from basals and library books. Many reading teachers work with pupils to speak loud enough so all can hear and yet not so loudly that it is offensive to others. There seems to be that right rate of volume when speaking be it in a large or small group discussion, book reports given, or peer interaction.

The rate of speed in speaking should be such that the listener can understand the contents readily. I have heard individuals that speak too slowly or too rapidly, This hinders quality communication. The speaker always needs to observe listeners to notice if the rate of speaking is appropriate to the involved situation. Pupils need to remember that speaking is to communicate with others and not to say things for the sake of doing so.

In speaking, proper pitch is necessary. We say words and pitch them at higher and lower levels. Why? Effective communication does not come about due to monotones speaking, but rather due to voice inflection which pitches individual words at different levels to make a point or to gain someone's attention. Voice inflection has as its goal more effective oral communication. Proper stress is also important in speaking. We say words individually louder or softer within a sentence. Why do we <u>stress</u> a word more so than others, that is say it louder or softer? The purpose is to get across to others what was intended. When we become excited, we really stress certain words in a louder manner than would otherwise be the case. The excitement indicates that we have something to say that is of utmost importance. Compare this situation with saying words very quietly. The urgency of the message is not there. Nor do we want to shout something in terms of content when it is not urgent to do so. There is a reason for saying a word or several words very quietly and that is to communicate in a manner that conveys thoughts, feelings, and ideas. How a word is to be stressed depends upon what the learner has to say and the context of the situation. For example, when expressing sympathy or sorrow hardly would one want to say ideas in an excited manner. Teachers sometimes have said things

very quietly to obtain learner attention. Pupils then need to listen carefully, very carefully, to the quiet voice of the teacher.

Pupils need to be cassette recorded or video-taped frequently to notice progress in listening and speaking activities. There are selected purposes in listening that might cause more problems to pupils as compared to others. Thus, listening to directions may be difficult for some pupils, in particular. Perhaps, more learning in listening to follow directions should be in the offing. Or, a pupil has more difficulties speaking, involving giving book reports, as compared other kinds of speaking activities. The teacher than needs to assist pupils individually as well as in groups to overcome problem areas. In the case of book reports, criteria need to be in the offing which when followed can make for quality oral reports. The listening and speaking vocabularies need optimal development for each pupil.

The reading vocabulary complements the listening and speaking vocabularies. Developing well in the listening and speaking vocabularies definitely assists in achieving more fully in an increased proficiency level of the reading vocabulary. Readiness for reading to acquire background information before the child is to read a given selection includes improved listening and speaking vocabularies. Intermediate grade pupils may do their very own writing when an experience chart is being developed. Thus, from an experience, the pupil, instead of the teacher as is true of the early primary grade levels, does his/her own writeup of these experiences. When proofing the content, the involved pupils are doing more reading. The more practice pupils receive in purposeful reading, the sooner they will indicate proficiency in learning to read. With the experience chart, the pupil is familiar with the words and ideas since he/she wrote about what was experienced. Vocabulary development is certainly in the offing. Pupils need to enjoy the concrete experiences...as well as abstract ideas such as in seeing ideas in writing and reading the related content. Interest makes for contributions to the chart in a committee setting. Learners seem to like working collaboratively in listening, speaking, reading, and

writing activities (Ediger, Summer, 1997).

There are many kinds of reading programs which can assist pupils to become better readers. Thus basal readers, experience charts or language experience approaches (LEA), and individualized reading, among others, can provide for individual differences among pupils. Each pupil needs to achieve as optimally as possible in reading so that school success and success at the work place might be in the offing.

The fourth vocabulary for intermediate grade pupils to develop is the writing vocabulary. Here, the pupil integrates vocabulary terms from listening, speaking, and reading to place items and entries into the writing vocabulary. There are many purposes for writing including the writing of journal entries, book reports, diaries, summaries, conclusions and generalizations, log entries, outlines, and dictionary items for personal use. As pupils write, they also read content such as proof reading. With writing, there are numerous mechanics that need to be addressed such as proper paragraphs, indentation, capitalization, punctuation, direct address, and legible handwriting, among others. The teacher needs to decide in developing pupils' writing skills such as which objectives to stress on a given day and how writing can be integrated with the listening, speaking, and reading vocabularies. Also, the interdisciplinary curriculum needs to be implemented where feasible and possible.

I would like to describe learning opportunities whereby pupils may develop each of the four vocabularies more thoroughly.

1. listen to discussions, reports, cassettes and video- tapes pertaining to content in ongoing lessons and units of study.

2. bring in a variety of rich vocabulary terms in your teaching. The vocabulary terms are directly related to topics in the ongoing lesson and units of study.

3. read subject matter on a variety of genres which are related to the lessons and units being studied.

4 write with a variety of purposes or reasons involved. Work on improving writing skills within the framework of unit teaching.

Problems in Spelling

As pupils practice diverse writing skills in the reading curriculum, there will be learners experiencing difficulties in writing content. When I was in grade school, there was the teacher or a good speller who gave assistance in the correct spelling of words as we were writing. The correct spelling was usually whispered into the writer's ear as the need arose. Sometimes, the words needed in correct spelling were printed on slips of paper for the young writer.

There has been a considerable amount of research done on invented spelling. Primary and intermediate grade pupils cannot recall the correct spelling of a word to be used in writing, then the pupil invents a spelling for that word to the best of his/her abilities. Sometimes the invented spelling is so close to the actual spelling that little effort is needed for the pupil later to spell the word correctly. If the invented spelling does differ much from the actual spelling, the pupil may need to explain the pronunciation of the word used. In no way is the pupil to be embarrassed or minimized here; rather the teacher wants to be certain as to which word is intended in being spelled. Generally, most invented spellings are close enough for the teacher to ascertain which word was actually intended in the writing. The following are actual examples of invented spelling of words by elementary age pupils:

1. Nite tim is for sleeping. The first two words should be spelled "night" and "time." The third grade pupil writing these words did go strongly by phonetic elements when writing words with invented spellings.

2. The elefent drank much watter. The word "elefent" is spelled quite phonetic in invented spelling, whereas the word spelled "watter" might have been pronounced as "wat ter," by the fourth grader. I find that many pupils are quite logical in invented spelling by using sound/symbol relationships.

It is good for pupils to invented spelling when writing so that there

is continuity and sequence in writing. Learners should write as fluently as possible. Having to wait for someone to spell the word correctly when writing does take time and the writer may lose the trend of thought in the meantime. As pupils mature in correct spelling of words, they will use actual spelling of words rather than invented spelling. Spelling of words should be made as easy as possible for pupils so that they learn to enjoy writing with its inherent spelling of words. The teacher can only expect what is reasonable from pupils in terms of spelling achievement.

The spelling curriculum should be aligned as much as possible with writing activities. Sometimes, there is no relationship between the words pupils are attempting to master in spelling from a textbook and what is being written. Many procedure are being tried by teachers to have the spelling curriculum align with writing.

First, words that a pupil misspells become a part of the list for the involved pupil to master. A reasonable number of days are given the pupil to master these spellings. The number to be mastered should also be reasonable in number and achievable by the learner. As much as possible, pupils should learn to enjoy and appreciate the correct spelling of words. Can all learning by pupils be enjoyable and interesting? Probably not. In society, many people seemingly do not like their jobs as means of earning a living. But, the teacher needs to try to make spelling as interesting and meaningful as possible so that pupils achieve, grow, and develop. I have a colleague who believes all learning is painful and takes sheer effort regardless of the feelings involved. Another of my colleagues feels that some of the learnings needed are like a stack of dirty dishes, they need to be washed regardless of how pleasant or unpleasant the tasks may be. Other learnings might be quite enjoyable depending upon one's personal interests and the methods of teaching used. Thus, this colleague believes that teaching the writing of four kinds of sentences, normally considered dull and uninspiring, can be made interesting to pupils with good methods of teaching. For example, in learning about declarative sentences, pupils would describe a simple dramatization in the

classroom such as, "Bill is writing at his desk." This event is actually occurring in the classroom. It behooves the teacher to attempt to make all learnings interesting through appropriate methodology. Additional sentences written in the classroom by pupils also need to be based on concrete experiences in writing interrogative, exclamatory, and imperative sentences.

Certainly, sequence in teaching methodology is of utmost importance. There is a logical sequence whereby the teacher orders or sequences experiences for pupils. The teacher selects the goals in learning and chooses which to stress first, second, third, and so forth. Learning opportunities may also be sequenced for pupils to achieve objectives such as emphasizing activities first, second, third, and so forth. Appraisal procedures too need sequencing to ascertain if pupils have achieved objectives. Thus, appraisal procedures may be used first, second, third, and so on depending upon which one(s) relate directly to objectives that have been emphasized in teaching. In these examples, we have noticed that the teacher directly sequences, as an example, the objectives, learning opportunities, and appraisal procedures. Usually, even with teacher directed philosophies of language arts instruction, there will be room for pupil participation with questions and problems raised in classes.

Toward the other end of the continuum, pupils with teacher guidance may sequence their own activities in learning. Thus, with an openended philosophy of teaching, there may be ten learning centers in the classroom. The teacher initiates learning centers use by introducing each center. Pupils then work at the centers of their choice and sequence their very own learning activities. Staying actively involved is important here.The pupil then chooses which task to complete first, second, third, and so on. Individual or committee endeavors may be selected. Hopefully, the learner will choose tasks that are on his/her optimal level of achievement and contain diversity in terms of goals to be attained. The teacher is an observer, a helper, a motivator, and an evaluator of learner achievement in the language arts. The teacher here

definitely is not a lecturer, nor an assigner of what each pupil is to do individually or on a team. Rather the responsibility is placed entirely into the hands of pupils in the classroom for learning. Thus the pupil is the sequencer of his/her very own learning opportunities. Sequence resides within the learner not the teacher nor within textbooks or other instructional materials. Sequence here is opposite of the previous example whereby the teacher is the decision-maker and implements the order of experiences for pupils. The teacher attempts to determine what should come first, second, third, and so on in teaching and learning situations. This is quite different in philosophical orientation whereby the pupil is largely responsible for sequencing his/her tasks in a learner centered approach. Usually , language arts/reading teachers use strands of both philosophies in teaching. The teacher also needs to look at personal learning styles of pupils when ascertaining what kind of sequence to use in teaching pupils in reading and the language arts.

Reading in the Content Areas

A literature based curriculum in reading may differ in emphasis as compared to a subject centered curriculum, such as in social studies, science, and mathematics. Each academic discipline has its own vocabulary as well as a vocabulary which cuts across across diverse subject matter areas. In geography, for example, the following vocabulary terms are salient: parallels, meridians, latitude, longitude, degrees, time zones, equator, Tropic of Cancer, Tropic of Capricorn, north pole, south pole, among others. In meaningful ways and through a variety of learning opportunities, pupils need to attach meaning to these terms and concepts. Pupils should learn to think as professional geographers do when acquiring and interpreting knowledge. History, anthropology, sociology, political science, economics, and psychology also have their unique terms in vocabulary that pupils need to master.

In attaching meaning to new vocabulary terms, pupils should experience concrete situations first. Thus, in geography when pupils are studying the vocabulary terms "parallels" and "meridians," the teacher

could ask, "Who am I thinking of when the pupil is seated in the front row?" Pupils may respond with the names of five pupils, not one, since five pupils are seated in the front row. Supposing the teacher now says, "I am thinking of the person seated in the middle of the front row." Now, it is easy for all pupils to identify the name of the pupil the teacher is thinking of. The front row may be considered as a line of reference such as a "parallel." The second line of reference is the "meridian," or the pupil seated in the middle of the front row. The teacher might give several examples of using the two reference lines in thinking of where a pupil is seated.

After the concrete phase of learning has been used, the teacher may now stress the semi-concrete or a model of the planet earth which is a globe. A large wall map may also be used in teaching about parallels and meridians. By using the large wall map, for example, pupils may locate a place thereon when the degrees in longitude (east or west of the Prime Meridian) and the degrees of latitude (north or south of the equator) are given by the teacher. Map and globe reading do take time in teaching and the writer here is merely scratching the surface.

After the semi-concrete phase of learning has been stressed in learning about maps and globes, pupils may enter the abstract and most difficult phase of achieving in map and globe use. Here, pupils may draw a map, for example, and as accurately as possible, draw the equator, lines of parallel, and meridians. Pupils should also tell how they will measure the number of degrees east and west of the Prime Meridian, as well as the number of degrees north and south of the equator which has zero degrees. Meaning theory in teaching stresses that the teacher move from the use of concrete materials or realia to the semi-concrete (illustrations, drawings, models, and pictures of reality) to the abstract (print materials, discussions, listening experiences on cassette recordings) for example, and written work directly related to the ongoing lesson or unit of study.

Pupils then need to learn to read in diverse academic disciplines. This should be true for the primary grade pupil as well as for the

graduate student. There will be a continual expansion then for vocabulary terms be it for young children or students working on their doctorates in different fields of endeavor. There needs to be a continual emphasis placed upon reading with its vocabulary and knowledge to be developed as well as skills to become independent readers.

Scope and Sequence in Reading

An early attempt at sequencing what is taught in the reading curriculum was worked out by Joseph Lancaster in 1806 in his book Manual of Instruction (Ediger,1974). Lancaster developed a way to teach large groups of boys in one building, as many as one thousand depending upon the size of the city in which the school building was located. Generally, the number of pupils taught by a monitor was ten which filled a benchful of young learners. The monitor taught his ten boys from charts located at different places in the large, single room. Each monitor took his ten boys to the chart as the room for doing so was available. One group needed to follow the other since a large number had to file past these charts for teaching purposes.

Each set of ten boys was kept together on a lesson, but individual promotion was possible if a boy had mastered what was on the designated charts, ahead of the others. There were eight levels of achievement in reading. In class one, pupils mastered the letters of the alphabet through memorization. After these letters were clearly identified and committed to memory, pupils in class two were drilled on syllables of two letters until these were mastered. These syllables could be quite difficult to learn since they did not refer to any meaningful term or concept. Class three stressed pupils memorizing words and syllables made up of three letters. Class four pupils memorized words and syllables of four letters. The syllables part for four letters must have been very difficult to learn since these also were not meaningful. In class five, pupils mastered words of five and six letters whereas in class six pupils learned to read the Old Testament and the New Testament. In class seven pupils read form the entire Bible whereas in class eight

books were read "to improve the mind." Books read "to improve the mind" included the classics in literature which stood the test of time and place as far as important literature was concerned.

Joseph Lancaster and his Monitorial System of Instruction did emphasize a definite scope and sequence as written in The Manual of Instruction. In most succeeding classes, levels one through eight, a letter was added to a syllable or word to make the next level of achievement more difficult as compared to the previous level. Much emphasis was placed upon pupils memorizing content, such as the individual letters of the alphabet for class one. It took until class six for pupils to actually read, such as the Old Testament or New Testament. Ideas have to be written down, such as was true of Joseph Lancaster's Manual of Instruction in order that improvements may be made for later generations in reading instruction (Ediger, 1974).

Two ideas that Lancaster stressed which are still important today are

1. sequence in reading instruction whereby the individual class levels stated what pupils are to learn and when.
2. individual differences among pupils were provided for with individual promotion from one class level to the next.

Lancaster emphasized a logical sequence whereby the adult spelled out what pupils were to learn in reading on the different class levels. There are reading specialists today who advocate a logical sequence in which the teacher spells out specifically what a pupils is to learn in a lesson, such as from a basal reader. Then toward the other end of the continuum, pupils with teacher guidance sequence their very own experiences, such as when library books are read.

Presently, there are several procedures in teaching intermediate grade pupils which stress a logical approach. I will discuss a few of these approaches. The use of basal readers stresses a logical approach. Here, the teacher chooses objectives sequentially for pupil achievement. The objectives may or may not come from the manual

section. Learning opportunities are also chosen by the intermediate grade teacher. These, too, are sequenced by the teacher. The manual section of the basal also suggests teaching procedures for the teacher to use. The evaluation procedures in the manual may or may not be used by the teacher. I have found that good teachers can do a better job of selecting objectives, learning opportunities, and evaluation procedures as compared to what the manual has to offer. With much knowledge pertaining to each child taught, the teacher is then able to adjust the difficulty level of teaching to the individual child.

The quality of learning, in my own thinking, from basal reader use depends upon the quality of teaching provided by the teacher, as well as the quality of attitudes possessed by pupils. The basal is a neutral device, neither good nor bad, and the quality coming forth in teaching comes from the teacher. I have observed teachers doing a good job of teaching reading from basal use. Critical and creative thinking as well as problem solving were emphasized. A logical procedure in determining sequence was usually in evidence. Ediger (1997) wrote the following:

The debate on explicit versus implicit teaching has had a rather long history in education. During the last two decades, in particular, much emphasis is being placed on implicit learning. There are pros and cons pertaining to each procedure. It appears that the inherent quality of instruction is more important than the either/or thinking in implicit versus explicit teaching dichotomy. Characteristics of good teaching include meaningful content for pupils is in the offing, interests of pupils are developed and maintained, pupil purpose or reasons for learning are inherent, appropriate sequence in pupil learning is in evidence, as well as balance among knowledge, skills, and attitudinal objectives are emphasized in the curriculum. Quality teaching stresses using a variety of procedures so that individual differences among pupils are adequately provided for. Pupils possess diverse learning styles; teachers need to match the possible learning opportunities to the styles possessed by individual learners. Explicit teaching may, in many cases, possess too

much structure with its accompanying drill and practice tasks. Rote learning might then be an end result. Holism is preferred to segmented learning. The whole of something has more meaning for pupils than do isolated parts. Direct teaching (explicit teaching) provides fewer opportunities for creativity Critical and creative thinking as well as problem solving harmonize more with implicit as compared to explicit teaching.

In contrast, consider the psychological sequence which many advocate in the teaching of reading. With individualized reading, the pupil selects a library book to read. He/she reads the library book and then has a conference with the teacher. The pupil may identify questions to discuss as well as the teacher choosing questions for the conference. The learner may select a section to read orally to the teacher to indicate progress in reading. Thus the entire procedure in individualized reading stresses that the learner be actively involved in determining the reading curriculum. Sequence then resides within the pupil since he/she is actively involved in decision making procedures (See Ediger,1996).

No doubt, the logical and psychological sequences can be integrated. Certainly, in the basal reading approach, pupils can assist in identifying questions for discussion purposes. A psychological sequence is then more and more in operation. Learners might also help in deciding upon the evaluation procedures to be used. For example, after reading a basal story, pupils with teacher assistance may decide upon making a mural, diorama, model, or do a dramatization covering content read to indicate comprehension. Sequence here resides within the pupil in making these numerous decisions.

As a further example, the teacher may ask most if not all of the questions when pupils have finished reading a library book and this is in a conference setting in individualized reading. There probably is nothing like an absolute logical sequence nor an absolute psychological sequence. The teacher is there as an instructional leader and the pupil is there as a learner. The two-- the teacher and the pupil--need to be brought together as a unit. Both are working together to achieve a goal

and that is to have the pupil learn as much as possible. We need to use the logical sequence when appropriate and the psychological sequence when beneficial to the learner. There are no magical formulas for doing this in reading. We are dealing with the whole child who is a complicated being. I think that the late A. H. Maslow (Shepherd and Ragan, 1982) provided an excellent set of guidelines for all teachers and administrators to follow in terms of needs which pupils have. The first need is physiological in that pupils need adequate and proper nutrition, sleep and rest, as well as to take care of basic needs of the human body. Second, pupils need a secure environment free from harm and danger. Third, pupils need to have feelings of belonging in that parents, brothers and sisters, as well as other human beings care for and accept the child as a belonging member. Fourth, esteem needs of pupils need to be met. Pupils desire to be recognized for competencies possessed, major or minor. In the curriculum, the talents of pupils need to be used and recognized. Fifth, pupils desire to satisfy their potential and be what is possible of being.

If a society or school fails in any one area, pupils will not do as well as possible in reading and in the other curriculum areas.

Conclusion

Emerging literacy is a mutual product of the home and school environment acting together with common interests. It does appear that literacy provides parents and teachers as supporting each other in in an eclectic system to learning. Parents and teachers can feel free to use practices and strategies that draw from traditional practices as well as from emerging new approaches Instruction in phonics can be blended with invented spelling, story telling can be integrated with oral reading, and creative writing can be matched with learning correct manuscript. It appears that teachers and parents are far more eclectic in their perceptions on how to develop literacy than they are married to a specific approach. This liberal awareness is probably a healthy occurrence that signals professionalism on the part of teachers and

involvement on the part of parents (Ediger, page 5, 1997).

How reading should be taught appears to be an individual matter, according to that which is beneficial to the learner. Even if research results would indicate that one procedure is better than the other -- phonics versus whole language--, there still are individuals who may not benefit adequately within that statistically significant group. It behooves the teacher to study individual pupils and attempt to find the procedure that best assists a pupil to achieve as well as possible in reading.

In addition to phonics and context clue use,, there still are other methods of word recognition techniques that may be taught to learners. Thus, use of picture clues, syllabication, structural analysis, and configuration clues may guide pupils to attain more adequately in reading. Pupils are individuals, not masses, which can be taught the same way and expect the same rate of achievement from each. Reading teachers need to be highly knowledgeable of each pupil's learning style as well as knowledgeable about how each pupil learns best in reading. The focal point is the learner, not the group nor the teacher, in guiding optimal pupil achievement in reading.

There are older pupils, beyond the elementary level of schooling, who need teaching in word recognition skills. There are pupils who may not try or waste time in school and thus do not achieve well. Parents may not support the teacher or the school resulting in a pupil going through the different levels of schooling and not becoming adequately literate. A pupil may even graduate from high school, under these conditions, and not have gained needed literacy to be employable Ediger, page 5, 1997.

In summarizing diverse plans for teaching reading on the intermediate grade levels, the following procedures are salient:

1. use of basal readers.
2. individualized reading using library books.
3. free time for reading when all in a classroom read. This provides a model for pupils indicating that reading is enjoyable. Print may be tape recorded so that those not reading well enough may follow

along in the library book as the tape plays the recorded contents.

4. the experience chart whereby pupils do their own writing pertaining to personal experiences acquired. Reading and writing interact here since both are involved in developing the experience chart, also called the language experience approach (LEA).

5. reference books, including encyclopedias and CD ROMS, to secure information for a written or oral report.

6. computer packages containing drill and practice, tutorial, gaming, and simulation programs of reading instruction.

What is important in reading is that the interests and abilities of pupils are matched with the right reading materials so that the pupil may achieve as optimally as possible.

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